

PHYSICAL EDUCATION TEACHER EDUCATION STUDENT TEACHING PORTFOLIO REQUIREMENTS

Deadlines: Application and folio materials are due October 1st for Spring semester student teaching and February 1st for Fall semester student teaching. Please submit folio and application to Kinesiology office by 4:00pm on the due date and a copy of your application (not your folio) to the Office of Teacher Education (Chaffee 701) on the same date.

This portfolio is the second review of your progress toward meeting the Rhode Island Beginning Teacher Standards (RIBTS), and demonstrates your successful progress in the Physical Education Teacher Education program at the University of Rhode Island. It is expected that all materials submitted with the student teaching folio **are current** and reflect your achievement and comprehension of the RI and NASPE Standards for Beginning Teachers and the URI School of Education Core Beliefs. Materials used in the **initial application** to the Teacher Education program should be electronically archived, but not included in this folio. The third review of your readiness to teach will be completed during your student teaching experience and will be reviewed by the Student Teaching Seminar instructor and your University Supervisor, during and at the completion of each student teaching placement experience.

The following are required for application: 2.5 overall QPA, 2.7 major QPA, all PETE coursework completed (you do not need all the Health or Adapted PE coursework completed). Physical Education Teacher Education program faculty will review the application and folio, and if complete, the applicant will be called for an interview. There is no guarantee that you will be allowed to student teach. Should you not be admitted to student teach for failure to achieve any of the standards or prerequisites, you must meet with your PETE program advisor to determine how to address deficiencies and prepare for the Student Teaching application process for the following semester.

Please note: A current TB test with negative results will be needed and the official results provided to the Student Teaching coordinator before you will be allowed to begin student teaching.

FOLIO FORMAT:

The following criteria are required minimum competencies for application and review for student teaching:

- **Each section should be identified according to the RIBTS and NASPE BTS it addresses.**
- **Each section** should begin with a reflective overview statement that demonstrates growth and achievement with respect to URI's PETE program and your readiness to work with children (K-12 learners).
- **All pieces of evidence** should contain captions describing the artifacts and their relationship to the RIBTS and NASPE BTS standards achievement and should also include a brief statement describing the purpose of the class assignment.

FOLIO SECTION REQUIREMENTS:

SECTION I – APPLICATION & SUPPORTING MATERIALS (RIBTS 1 &2)

Please provide the following information and keep this information separate from the other sections.

- A.
 1. Application (2 copies) Note that this form requires your advisor's signature.
 2. APR (prepared at the HSS Dean's Office)
 3. Major QPA form (Minimum of a cumulative 2.5 QPA and 2.7 major QPA)
 4. Official ETS reports of PPST, PLT, and P.E. Content test scores
 5. Completion of all PETE program coursework (you do not need to complete all additional Health or Adapted coursework used for add-on endorsements).
 6. Transcript detailing semester by semester progress (2 copies).
 7. (Optional) 3 letters of recommendation from practicum teachers, URI Kinesiology faculty, or URI Teacher Education Faculty. Please do not submit the same letters used for admission into the program.
 8. TB test date (negative TB test needs to be current within 6 months of the start of student teaching)
- B. Write a general overview statement of your personal and professional growth and development derived from participation in the PETE program. Evidence of comprehension and your demonstration of the RIBTS and NASPE BTS are required in your statement.
- C. Application for student teaching certificate (separate application-RI Department of Education form)-- please get this form from the OTE or student teaching coordinator.

SECTION II. STUDENT TEACHING FOLIO CONTENTS

Each section should have a general overview statement that demonstrates your understanding of the applicable standards and your personal and professional growth and readiness to work with K-12 learners in the area addressed by the standard.

All artifacts/papers/projects must include faculty feedback with original grades or scoring rubrics. You may submit original and revisions if you want. If you don't have the original artifact/paper/project, please include a memo stating the reason(s) for not having it.

A. How Children Learn & Develop (NASPE 2, RIBTS 3)

- a. Overview statement
- b. **Required artifacts (Choose 2 out of 3):**
 - PEX 310: Motor development projects/lab
 - PEX 370: Kinesiology project
 - EDC 312: Psychology of learning papers

B. Diversity of Learners (NASPE 3, RIBTS 4)

- a. Overview statement describing experience with diverse populations in the physical activity and teaching settings and why it is important to be aware of and understand diversity.
- b. **Required artifacts (Choose 2 out of 5):**
 - PEX 324: Teaching diversity through dance paper
 - PEX 410: Diversity experience reflection paper
 - PEX 380: Paper addressing diversity
 - PEX 382: Paper addressing diversity
 - PEX 278 (if applicable): Diversity paper

C. Appropriate Standards of Student Behavior (NASPE 4, RIBTS 6)

- a. Overview statement
- b. **Required artifacts (Choose 2 out of 4) :**
 - PEX 305: Philosophy of classroom management assignment
 - PEX 315: Philosophy of classroom management assignment
 - PEX 415: 1) Personal discipline paper with rubric; 2) Summary paper from field observations

D. Communication & Instructional Opportunities That Develop Critical Thinking (NASPE 5, RIBTS 8)

- a. Overview statement
- b. **Required artifacts (All):**
 - PEX 304: Micro teaching evaluation with instructor feedback
 - PEX 314: Micro teaching evaluation with instructor feedback

E. Planning and Instruction (NASPE 6, RIBTS 3,5)

- a. Overview statement
- b. **Required artifacts (Choose 2 out of 3) :**
 - PEX 304: Individual or group lesson plan & unit plan with instructor feedback
 - PEX 314: Individual or group lesson plan & unit plan with instructor feedback
 - PEX 324: Individual or group lesson plan & unit plan with instructor feedback

F. Learner Assessment (NASPE 7, RIBTS 9)

a. Overview statement

b. Required artifacts (All) :

- PEX 304, 314, or 324: One assessment that was developed and used in a unit plan from one of these classes (1 only)
- PEX 369: Sample assessment from PEX 369 used for the psychomotor, affective, cognitive, & fitness domains.

G. Reflection on Teaching & Ethics; Professional Standards Guided By Legal & Ethical Principles (NASPE 8, RIBTS 7, 10, 11)

a. Overview statement

b. Required artifacts (All) :

- PEX 305 & 315: Evaluation forms from elementary and secondary pre-student placements
- PEX 410: Individual Action Plan

H. Collaborative Relationships: Colleagues & Families (NASPE 9, RIBTS 7, 11)

a. Overview statement on the importance of professional development involvement and collaboration in teaching.

b. Required artifacts (Choose 1 of 2) :

- PEX 415 Advocacy assignment with rubric and feedback
- PEX 430: Issues assignment

c. Optional:

- P.E. Major's Club activity
- IEP meeting (PEX 410)
- Experience with children or service to community
- Conference attendance or RIAHPERD/AAHPERD activity

I. Technology (NASPE 10, RIBTS)

a. Overview statement

b. Required artifacts (All) :

- Copy of a presentation or spreadsheet used in class or at conferences
- One artifact that demonstrates your proficiency in using technology (e.g., personal Fitnessgram print out, Excel spreadsheet from PEX 369 project, lesson plans using technology, etc.) in health or P.E.

J. Dispositions (NASPE 4, RIBTS 6)

a. Required artifacts (All) :

- A minimum of three dispositional reference forms from three different professors from the following courses: PEX 304, 310, 314, 324, 410.

Assessment for Beginning Teacher Dispositions

Directions for students: Physical Education Teacher Education students should, as part of their portfolio requirements for Diversity & Dispositions, provide a minimum of three dispositional reference forms from three different professors from the following courses: PEX 304, 310, 314, 324, 410.

Directions for URI faculty: Please take the time to complete this form (found on the next page) using the following guidelines in assigning a score:

- 5** Consistently demonstrates this behavior and models and encourages others to do so. Leads classmates and behaves at the level of an experienced professional
- 4** Always demonstrates this behavior; mature traits/behaviors
- 3** Consistently demonstrates this behavior at or slightly above level of most of his/her colleagues.
- 2** Occasionally demonstrates behavior-has room for improvement
- 1** Failure to demonstrate responsible and respectful behavior—needs correction and reflection with respect to the effects and consequences of this behavior
- NA** Not applicable

You may also use relevant comments in addition to your rating.

